

Hamworthy Park Junior School

Ashmore Crescent, Hamworthy, Poole, Dorset BH15 4DG

Inspection dates 19–20 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The progress made by disabled pupils and those with special educational needs is inconsistent and, as a result, gaps in pupils' understanding and skills are not being closed quickly enough.
- Those pupils supported by pupil premium funding do not make rapid enough progress compared to that of other pupils.
- Teachers do not always provide sufficient detailed feedback consistently on pupils' work across all subjects.
- Teachers do not always provide enough time for pupils to make the alterations to their work that would improve and develop it further.
- The support for pupils with special educational needs, both in class and small groups, does not always help them to make as much progress as others.

The school has the following strengths

- School leaders have successfully managed the significant change from the school being a middle school and are now focusing effectively on improving teaching and pupils' achievement.
- The quality of teaching is improving and progress for most pupils from their starting points is strong in reading, writing and mathematics.
- The school promotes pupils' social, moral, spiritual and cultural development well through its atmosphere, its classroom activities and the wide range of visits that take place.
- Pupils also try hard in lessons and are keen to learn. Their behaviour around school is good. Pupils are kept safe and are well looked after whilst in school.

Information about this inspection

- The inspectors observed 15 lessons.
- Meetings were held with groups of pupils, members of the governing body, and senior and middle leaders. The lead inspector also held a meeting with a representative from the local authority and the school’s evaluation partner.
- The inspectors listened to pupils read and scrutinised samples of pupils’ workbooks.
- A wide range of documents were examined, including the school’s information on pupils’ recent progress, as well as planning and documentation about checks on teaching, and records relating to behaviour, attendance and safeguarding arrangements.
- The inspectors also took account of the 72 responses to the online questionnaire (Parent View), and views shared in three telephone conversations from parents to the inspection team. The views of parents who were dropping their children off at school were also noted as were the opinions of three parents who met with the lead inspector. The views of staff were considered through the 24 staff questionnaires.

Inspection team

David Hogg, Lead inspector	Additional Inspector
Stephanie Matthews	Additional Inspector
Phil Taylor	Additional Inspector

Full report

Information about this school

- Hamworthy Park Junior School opened in September 2013, when a reorganisation of First and Middle and Combined schools in Poole took place. Before that time, it had been deemed a middle school. As a consequence, the school saw a turnover of 50% of its pupils at the start of this academic year.
- The school is larger than an average-sized primary school, with three forms in each year group.
- Most pupils are from a White British background. The proportion of pupils from minority ethnic backgrounds is well below the national average and very few speak English as an additional language
- The proportion of disabled pupils and those who have special educational needs supported at school action is higher than the national average. The proportion of pupils who are supported through school action plus or with a statement of special educational needs is also higher than that found nationally.
- The proportion of pupils supported by the pupil premium is above that found in most schools. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching to good or better by making sure:
 - all pupils have clear written feedback on their work in all subjects so they are clear what they have to do to improve it
 - teachers provide pupils with the time to quickly act on the feedback comments and improve their work
 - support for pupils with disabilities and special educational needs, both in class and small groups, is effective and helps these pupils make as much progress as others.
- Ensure that the progress made by all pupils eligible for additional support through the pupil premium grant is accelerated so gaps between their attainment and that of other pupils are closed.
- Improve leadership and governance by regularly reviewing information held on how well pupils with additional support are doing so that their progress can be accelerated.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement as not all groups of pupils are making good progress from their individual starting points. As a result, the gaps in their understanding and skills are not being closed quickly enough.
- Whilst most pupils achieve well in reading, writing and mathematics, disabled pupils and those with special educational needs and those who receive additional support through pupil premium funding do not achieve consistently as well as other pupils.
- In 2013, Year 6 pupils receiving additional support were two terms behind in reading, four terms behind in writing and just over two terms behind in mathematics. The progress they made during their final year in school was, however, only slightly below that of other pupils. This year the school's own information shows the gaps are still not closing but again the variation is small. The school recognises this as an issue but changes to the support pupils receive have yet to show significant impact.
- Pupils with special educational needs are supported in class and through targeted interventions. However, the progress that they make across the school has been too inconsistent. The school has a number of pupils with complex needs who are supported very effectively to take an active part in school life. The school is inclusive and supports pupils from a wide range of backgrounds or needs and works to ensure all of its pupils have equality of opportunity. Discrimination is not tolerated.
- In general, pupils make good progress from their individual starting points. Pupils' skills are a little below those typically seen, especially in writing, when they join the school. Most pupils make good progress in reading, writing and mathematics by the end of Year 6. Over the last few years, their attainment by the time they leave at the end of Year 6 has been in line with national averages.
- Pupils' reading skills improve as they move through the school. Older pupils read with increasing fluency. They read regularly at school and pupils can talk about books that they have enjoyed reading.
- When pupils join the school in Year 3, they make accelerated progress and develop their skills through effective teaching. Pupils' handwriting skills are taught well and they are soon able to produce longer pieces of work using joined up writing. The work in pupils' books from different year groups indicates that most pupils are making good progress.
- More able pupils progress well and are challenged to achieve as highly as they can. In national assessments, the proportion of the most able pupils achieving at the highest levels is in line with national averages.
- The achievement of pupils from minority ethnic groups or for whom English is not their first language improves as their language skills develop and through good support from teaching assistants. Their progress in mathematics is particularly good.

The quality of teaching

requires improvement

- Teaching over time requires improvement as it has not been effective enough to enable all groups of pupils, especially those entitled to the pupil premium, to make good progress. Similarly, the support for pupils with special educational needs has not enabled them to make consistently good progress.
- Not all pupils are always given the time to make the corrections to their work after it is marked by their teachers. Pupils' books are marked regularly, with teachers writing what the pupils must do to improve their work, but pupils do not always make these alterations and errors can be repeated.
- In lessons, activities engage and interest the pupils. Work is well planned and a good range of resources are used to support pupils' learning. Teachers model activities well; for example, in a

Year 3 mathematics lesson, the class teacher built the first steps in a Pascal's Triangle using coloured counters. The pupils were then able to take this idea and extend the sequence further to demonstrate their understanding of the concept.

- Teachers and teaching assistants generally work well together and this allows most groups of pupils of different abilities to generally make good progress. However, this support is not always as effective for pupils entitled to the pupil premium and those with special educational needs.
- Teachers use setting by ability to ensure that the work is not too hard or too easy for the pupils in the class. In a Year 4 mathematics lesson, for example, the teacher varied the types of activities in the lesson and used the pupils' skills in working together in small groups to quicken their learning.
- Teachers monitor the work the pupils are doing in class carefully to check their understanding. Good questioning draws out ideas from the pupils who then are able to discuss their work in small groups.
- The quality of the displays in the classrooms and along the corridors is very good. Pupils demonstrate good skills in model building and in art with work related to the topics they are working on.

The behaviour and safety of pupils are good

- The school's work to keep pupils safe and secure is good. Pupils say they are well looked after and that they feel safe in school. At break and lunchtimes, pupils are well supervised by staff. The pupils play well together and have a range of equipment available to them that they can use to keep active.
- The behaviour of the pupils is good. This contributes effectively to their learning. Pupils' relationships with the adults in their classes are good. Pupils are able to act as critical friends and review the work of others as well as their own. Pupils in a Year 5 mathematics lesson, for example, were keen to discuss and challenge others in their groups when working on problems linked to fractions.
- Pupils have a good understanding of how to stay safe when using the internet and have a good awareness of what constitutes bullying. They say acts of unkindness are rare and if issues caused by fallouts between friends do occur, they are quickly dealt by the adults in school.
- In September 2013, school went through a period of change, with two new year groups joining the school whilst two others moved on. This unsettled a number of the most vulnerable pupils and resulted in some challenging behaviour and the first exclusions for many years. The school has worked hard to provide the necessary support to help these pupils be successfully reintegrated back into the classroom and learning.
- Attendance at the school is above the national average and the school has worked in partnership with parents to discourage absence during term time. The school continues to put a lot of effort into working with parents to reduce pupil lateness in the morning.
- The school provides a range of opportunities for pupils to taken on roles of responsibility. The school council is active in the school and, during the inspection, more than twenty Year 5 and 6 pupils were undergoing training to become peer mediators.
- Pupils take great pride in their school. They are polite and friendly and are confident to talk about their work or the school in general. The work in their books is tidy and well presented and shows that they take pride in what they are doing.

The leadership and management are good

- Senior leaders have managed the significant challenges presented by the school moving to become a junior school very successfully. They have sensitively managed changes in staffing and the roles of some teachers within the school. Plans to develop the school further are in place and

have an emphasis on improving the quality of teaching and raising pupils' achievement. For example, in the newly established Year 3, pupils are now making strong progress in reading, writing and mathematics.

- Senior and middle leaders check regularly how well pupils are achieving and use this information to plan any additional support that some individual pupils may need. Regular scrutiny of pupils' books has allowed school leaders to check the effectiveness of teaching. This has fed into the ongoing reviews of teacher performance that are linked to pupils' progress. The school has robust systems that link teachers' salary and promotion opportunities to the outcomes of pupils.
- The local authority has provided the school with a light touch in the level of support it has offered. It has provided governors with good training, which has improved their skills.
- The activities provided to the pupils interest them and promote very good behaviour. The school looks to build on the interest of the pupils, and subject areas are linked together to reinforce the development of pupils' skills. For example, work on the Vikings in a Year 5 class provided opportunities for pupils to retell the story of Beowulf.
- The school seeks to enrich pupils' learning and provide them with memorable experiences with visits to places of interest and the bringing of visitors into school such as local authors and musicians. Through these activities, their social, moral, spiritual and cultural development is well supported. Year 5 pupils had visited a Sikh temple the day before the inspection. The school choir has sung on the quayside as the cruise ship Oceana left Southampton.
- The school makes very effective use of the primary sports funding. There has been a focus on raising the skills of staff alongside increasing the participation rates within school. The school is in the advantageous position of having its own heated indoor swimming pool which it makes good use of.
- A minority of parents expressed concerns about the school through Ofsted online questionnaire (Parent View). The inspectors considered these views carefully and set them against the very positive feedback other parents gave in discussions with the team. Inspectors found that teachers were approachable and welcoming and that the pupils were well cared for and looked after when they were in school.
- Safeguarding and child protection arrangements meet statutory requirements and ensure pupils are safe in school.

■ **The governance of the school:**

- Governors are now better at holding the school to account for the achievement of pupils, especially those who receive additional funding and support. By accessing training, they look to extend the skills within the governing body, for example in reviewing how well groups of pupils perform in school and how the school compares with others nationally. They have a very good understanding of the strengths of the school and the aspects the school is working to improve. Through the careful triangulation of reports from the headteacher, along with visits to the school, governors understand how the school is working to improve the quality of teaching and how outcomes for pupils are linked to possible increases in teachers' salaries. Each governor has a link to a subject area and they report back regularly on the work that is going on in that area. The financial position of the school is very strong, with money committed to the planned building works. The way the school effectively uses other sources of revenue such as the primary sports funding grant is monitored carefully. Child protection and safeguarding procedures and policies are reviewed annually to make sure all children in school are well cared for.
- The governing body is currently undergoing a process of review and will be reconstituted in September 2014.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113704
Local authority	Poole
Inspection number	443855

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Junior
School category	Maintained
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	349
Appropriate authority	The governing body
Chair	Brenda Pope
Headteacher	Karen Davies
Date of previous school inspection	11–12 November 2009
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